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ABSTRACT

In anticipation of teacher shortages in liberal arts disciplines, a study was conducted to investigate how community college administrators in the 19-state Council of North Central Community/Junior College Region planned to recruit faculty in general education disciplines over the next 5 years. In spring 1986, 353 community and junior college administrators were surveyed about anticipated positions and vacancies, recruitment planning strategies, recruitment practices, and Equal Employment Opportunity strategies. Study findings, based on a 55% response rate, included the following: (1) respondents anticipated the most difficulties in recruiting mathematics, physical science, and life science faculty; (2) community colleges in rural areas anticipated more difficulties than those in metropolitan areas; (3) only 35.4% of the respondents indicated that they used a recruitment plan; (4) the most commonly identified components of college recruitment plans were related to organization and development, implementation, information sources, and period of time covered by the plan; (5) the top ranked recruitment sources were college placement services, newspaper advertisements, professional journals, part-time/temporary pools, private business/industry, and on-site recruitment; (6) 7% of the respondents reported using special inducements, such as providing housing, special fringe benefit packages, or expanded professional development opportunities, to recruit faculty; and (7) current salary structures were viewed as the primary constraints on efforts to hire competent faculty. Based on study findings, it was concluded that although the supply of faculty may be adequate for future demand, community colleges with developed recruitment plans will be in the best position to optimize faculty recruitment. The survey instrument and responses are appended. (LAL)

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Washtenaw
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An Academic Resource in Low Supply and High Demand:

A Survey of Community College Recruitment Plans of General Education Faculty over the Next Five Years

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**A Survey of Community College Recruitment Plans of
General Education Faculty over the Next Five Years**

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1986

Contents

Abstract	i
Introduction	1
Method	2
Results	3
Summary	12
Bibliography	14
Appendix A	17

Abstract

This study investigated how community college administrators in the 19-state Council of North Central Community/Junior College Region planned to recruit faculty in general education disciplines over the next 5 years. Because of projected high numbers of faculty retirements and anticipated teacher shortages in liberal arts disciplines, a study of this issue seemed important. Thus, 353 community and junior college administrators were surveyed. Fifty-five percent (195/353) responded to the 10-question survey.

General education disciplines perceived by respondents as areas in which faculty recruitment would be difficult are identified. The report further identifies whether or not community colleges intended to use recruitment planning strategies. In addition, questions were asked about the organization and implementation of recruitment plans and respondents' views about the type of recruiting sources they felt would be most effective. Finally, respondents listed factors they felt restricted recruiting and how their community colleges intended to overcome these restrictions.

Introduction

The key to providing excellent teaching and learning at any institution of higher education is competent faculty. Every institution recognizes that its faculty creates the learning environment and determines the academic standards for its students. Recruiting competent faculty to teach in institutions of higher learning may, however, become more difficult in the years ahead.

In the past, institutions of higher education have had little difficulty in recruiting and hiring competent faculty. However, a recent report by Bowen and Schuster (1986) indicates that, if quality in higher education is to be maintained, academe faces a major recruiting effort in attracting new and highly competent persons into academic careers. Their projections for the next 25 years show that 500,000 faculty positions will need to be filled (*The Chronicle of Higher Education*, Apr. 16, 1986, p. 30).

The study contained herein explores how one segment of higher education, community colleges, plans to recruit new faculty. More specifically, this study examines how community college administrators in the 19-state North Central Community/Junior College Region plan to recruit for the general education disciplines over the next 5 years. The general education area was chosen for study because of projected faculty shortages.

Thus, if recruiting faculty may prove difficult in the years ahead, as experts like Bowen and Schuster predict, then two questions central to faculty recruitment should be considered essential in examining future recruitment practices in community colleges: How do community colleges plan to maintain a commitment to academic quality when employment forecasts project teacher-replacement shortages of able and qualified faculty? How can colleges sustain commitments to the principles of fair employment based upon future supply and demand needs? These questions serve as a basis for the survey and results reported in this study (Waggaman, 1983, p. foreward).

Method

This study was endorsed and financially supported by the Council of North Central Community/Junior Colleges (CNCCJC). The respondent population (presidents, campus directors, vice presidents, and deans) were all members listed in the 1985 CNCCJC membership directory. A survey was mailed to each of the 355 names listed, and only 2 surveys were returned because of incorrect addresses. Thus, the total number of potential respondents included in this survey was 353.

When reviewing the literature for this study, Waggaman's (1983) book served as a basis for examining faculty recruitment in the context of human resource management and the principles of fair employment. Waggaman's model of faculty recruitment and the issues related to supply and demand helped the authors prepare a 10-question survey which examined general education faculty recruitment practices over the next 5 years in the North Central Community/Junior College Region. Four major issues were addressed in the survey:

- Anticipated positions and vacancies
- Recruitment planning strategies
- Recruitment practices
- Equal Employment Opportunity strategies.

The survey was mailed to 355 CNCCJC members on April 14, 1986, with a response requested by May 9, 1986. Although respondents were not asked to provide their name or college, the authors were able to identify the origin of most of the survey responses from the postmark.

The final respondent total was 195 valid responses out of a potential 353, a 55 percent return. This return far exceeded the authors expectations and provided a sound basis from which to draw conclusions about trends related to the four major issues addressed in the survey.

The survey results were tallied by adding the total number of responses given for each item on the survey. A response percentage was then calculated. A copy of the survey and results can be found in Appendix A.

Results

I. Anticipated Positions and Vacancies (Question 1)

A. Background

For the present, a pool of able and qualified faculty candidates exists. The caliber of this pool in the future is the issue which greatly concerns Bowen and Schuster (1986, p. 3). Their findings show that fewer and fewer people, especially highly talented young students, are attracted to the higher education teaching profession. These students believe other professions offer more prestige, larger salaries, and better working conditions. Thus, the future prospects of having a large pool of quality candidates from which to recruit faculty appear dim (Schuster and Bowen, 1986, p. 20).

The supply and demand issue, Bowen and Schuster (1986) point out, will affect all levels of higher education. They feel that this issue should be a high priority for both administrators and faculty (*The Chronicle of Higher Education*, Apr. 16, 1986, p. 30). A method identified by many experts for recruiting competent new faculty is institutional planning.

Historically, graduate students and experienced, secondary school teachers have been a primary source for general education faculty recruitment. This pool may not be as plentiful as in the past due to a shift of interest by college students away from academic careers and projections of teacher shortages in the secondary schools. Evidence supporting these two trends has been discussed and published by several sources.

On a national level, the United States Department of Labor projects a 10.6 percent decline in higher education teaching professionals for the next decade (*Chronicle of Higher Education*, Jan. 8, 1986, p. 3). In addition, other studies show that fewer college students are opting for academic careers as a life goal than their counterparts of 10 years ago. This decline in career choice coincides with students' diminished interest in the liberal arts during the same period of time. Studies further indicate that the largest decline of academic career interests and majors are in the physical sciences and mathematics. Students have shifted their career preferences toward more technical and specialized areas (Bowen and Schuster, 1986, p. 214).

When assessing the recruitment potential from the secondary school ranks, the situation is not encouraging. In a recent survey of 1,000 youth, less than 6 percent indicated an interest in teaching at elementary or secondary schools as a career (*Washington Post National Weekly Edition*, Dec. 9, 1985). Certain states and major metropolitan areas are already facing teacher shortages. The United States Department of Education predicts a national shortage of 21,000 teachers for Fall, 1986 (*USA Today*, Aug. 22-24, 1986).

Teacher shortages are coming at a time when projections on retirements are unusually high. The state of Michigan, for example, has forecasted that nearly 25 percent of its 87,000 public school teachers are eligible for retirement in the next 3 years. A recent law passed by the Michigan legislature which provides for early retirements is accelerating the projected increase, while the number of teachers available to replace these retirees is not adequate. Michigan Department of Education figures indicate that certified teaching graduates fell from 5,453 in 1979-80 to 3,140 in 1983-84, a 42.4 percent decline. Among the 1983-84 group of certified teaching graduates, only 190, or 6 percent, were eligible for certification in Biology, Chemistry, and Physics (*Detroit News*, Jan. 15, 1986, p. 10A).

Based on these trends and data, the authors felt that it was critical to survey community colleges in the CNCCJC Region to determine disciplines in which difficulty in recruiting general education faculty was anticipated. The respondents could indicate as many choices as applied. A rank order by choice frequency responses from highest to lowest is shown in Table 1.

B. Results

TABLE 1.
Rank Order of Choice Frequency: General Education Disciplines
Perceived by Administrators in the CNCCJC Region as Areas in which
Faculty Recruitment Would Be Difficult Over the Next Five Years

Discipline Area	Number	Percentage
Mathematics	136	34.30
Physical Science	113	28.50
Life Science	67	16.90
Reading	23	5.60
Humanities (Art & Languages)	15	3.80
Other (Computer Science)	12	3.00
English	9	2.30
Music	9	2.30
Behavioral Science	7	1.80
Social Science	6	1.50
Total	397	100.00%

C. Educational Implications

The most significant conclusion to be drawn from in Question 1 is that the anticipated faculty recruiting difficulty of community colleges in the CNCCJC region is consistent with other higher education institutions and secondary schools. Difficulty in recruiting general education faculty at community colleges can be characterized by two distinct trends. First, the potential exists for recruiting difficulty in only three areas - life science, physical science, and mathematics. Secondly, recruiting difficulty in the social and behavioral sciences, arts and humanities is not perceived as an immediate issue. It should be pointed out, however, that as a result of this perceived recruiting need in the sciences and mathematics, the potential exists that in the future many of these community colleges could be vying with each other and with other teaching institutions for a smaller pool of qualified candidates.

Further investigation of the survey responses revealed that community colleges in rural areas anticipated more difficulty in recruiting than those in large metropolitan areas. Declining enrollments and availability of potential applicants from local four-year colleges and universities were reasons cited by some metropolitan community colleges for not anticipating recruiting difficulty. A few colleges anticipated no recruiting problems. The faculty need indicated by some colleges in the "other" category was for specialty-trained faculty. The most frequent specialty need listed in the "other" category was for computer science faculty.

Finally, both groups of community colleges identified in this survey - "having a recruitment plan" and "not having a recruitment plan" - had no difference in their rank order choices of Question 1. However, one characteristic distinguished the two groups. Those community colleges having a recruitment plan seemed to have a clearer understanding of the problems, issues, and potential solutions associated with recruiting new faculty. This group's responses to other questions in the survey seem to support this observation.

II. Recruitment Planning Strategies (Questions 2 - 6)

A. Background

If an institution is committed to recruiting competent faculty, then planning for its human resource needs is required. Those responsible for managing human resource needs should have a thorough planning process which eventually leads to the successful hiring of capable faculty. Since

human resource planning is critical to any expansion or modification of the institution's mission, this plan should be based upon the assumptions and objectives of an institution's operational and long range plans.

If a human resource management plan is executed effectively, it should produce the following outcomes:

- The plan will ensure that the institution has the people it needs when it needs them.
- The plan will allow lead time for the training and development or the recruitment of qualified applicants both inside and outside the institution.
- The plan will provide inventories of people for jobs and will identify backups and cross-training needs.
- The plan will identify external elements and make assumptions that will affect the institution both in the present and the future.
- The plan will provide impetus for succession planning.

The purpose of survey Questions 2 through 6 was twofold. First, question 2 asked respondents whether or not their community college had a recruitment plan. Secondly, if a respondent gave an affirmative response, Questions 3 through 6 were designed to ask how that plan was organized and implemented within the college.

Table 2 shows how many community colleges in the CNCCJC Region use or do not use a recruiting plan. Table 3 gives a general profile describing the most frequently identified components of the colleges' plan.

B. Results

TABLE 2.
Number and Percentage of Respondents Indicating Whether
Their Community College Has or Does Not Have a Recruitment Plan

Recruitment Plan	Number	Percentage
Plan	69	35.40
No Plan	126	64.60
Total	195	100.00%

TABLE 3.
Profile of Recruitment Plans

Components of Recruitment Plan	Most Frequently Identified Characteristics as Indicated by the 69 "Planning" CNCCJC Colleges ⁺
A. Organization & Development	• Administratively determined
B. Implementation	• Centralized with academic divisions cooperating with President and Personnel Office
C. Information Source ⁺	• Forecast relationship between future curricular and staff needs
D. Length	• 1 year
+ Most frequent responses given in Questions 3 through 6	
* More than one choice could be indicated for this question	

C. Educational Implications

The most important conclusion from this series of questions was that only about one-third of the respondents acknowledged that they used a recruitment plan. This fact should not lead one to conclude that the respondents do not value the importance of recruitment planning. Rather, it may more likely indicate that the sense of urgency for addressing the faculty recruitment issue, as expressed by Bowen and Schuster, is not shared by the respondents.

The responses given on the expanded portions of Questions 3 through 6 provided no new added information about the recruitment planning process. The components identified in the recruiting planning process were characterized as being standard practices. Community colleges using recruitment plans were divided over the period of time covered by the plan. Thirty-five percent had one year plans similar to an annual MBO (Management by Objective) plan. Plans in this group did not appear to specifically address long-term recruiting needs. Twenty percent had plans covering 2 years. The remaining 45 percent had recruitment plans covering 3 or more years. If this latter number were compared with the entire group of respondents only 28 out of 195, or 14 percent, had faculty recruitment plans of 3 or more years.

III. Recruitment Practices (Questions 7 and 8)

A. Background

Bowen and Schuster warn academe that it faces a major faculty recruiting effort in the next few years. In order to maintain quality, they contend that higher education must recruit more aggressively since many of the best available people work in business and industry. One recruiting strategy, they suggest, is that colleges identify first-rate candidates while they are still in graduate schools and maintain contact with these students throughout their course of graduate study (*The Chronicle of Higher Education*, Apr. 16, 1986, pp. 1 and 30).

In order to attract the best people, Bowen and Schuster recommend that higher education institutions offer better salaries, revitalize faculty working conditions, and create a working environment which will draw more young people into a higher education teaching career (*The Chronicle of Higher Education*, Apr. 16, 1986, p. 1 and 30).

Questions 7 and 8 in the survey were designed to identify community colleges' primary sources for faculty recruitment. In the anticipation of a tighter faculty recruiting market, Question 8 asked what special recruiting inducements colleges intend to employ in the future. Table 4 gives an overall rank order preference of recruiting sources along with a breakdown of the "planning" and "non-planning" institutions' preferences.

B. Results

TABLE 4.
Rank Order Preference of Recruiting Sources

Recruiting Source	Rank Order Overall	Rank Order Plan	Rank Order No Plan
College Placement	1	1	1
Newspaper Advertisement	2	4	2
Professional Journals	3	3	3
Part-Time/Temporary Pools	4	2	4
Private Business/Industry	5	5	5
On-Site Recruitment	6	6	6
Government Agencies	7	7	8
Consulting Firms	8	8	7
TV/Radio Advertisement	9	9	9
Other Recruiting Sources	10	10	10

Even though only 14 respondents, or 7 percent, acknowledged that their community colleges were considering using special inducements in their recruiting strategies, those responding listed their strategies as follows:

- Providing housing
- Providing special fringe benefit packages
- Expanding professional development opportunities for faculty, e.g., conferences and workshops, instructional improvement grants
- Advertising the attractiveness of locale and living conditions when recruiting faculty
- Paying relocation expenses
- Investigating the potential of having pay differentials in the salary structure in order to hire faculty in competitive disciplines
- Designing flexibility into collective bargaining agreements so that starting salaries for new faculty in competitive disciplines are negotiable
- Organizing faculty and administrative recruiting teams to recruit minority faculty.

It should be noted that a majority of the strategies listed in Question 8 came from respondents indicating their community college had a recruitment plan.

C. Educational Implications

From the results of Question 7, it may be concluded that, for the immediate future, community colleges will continue to use more passive sources and techniques as their primary means of recruiting new faculty. However, some of the inducement strategies highlighted in Question 8 indicate that community colleges may become more aggressive in their planning and methods for future recruitment. Initiating the concept of pay differentials in order to attract new faculty in competitive disciplines and organizing recruitment teams are examples of the more active practices being suggested.

IV. Equal Employment Opportunity Strategies (Questions 9 - 10)

A. Background

A good recruitment plan will ensure that a college has the right people at the right place at the right time who are trained, qualified, and motivated to perform the work that is essential to the

success of the college. Those responsible for carrying out the recruitment plan must be able to work in an environment which allows them the freedom to hire the most competent faculty available, while at the same time adhering to the equal employment opportunity principles and laws.

Competitive compensation designed to attract able faculty is the critical ingredient in supporting effective recruiting. However, as Bowen and Schuster (1986) point out, faculty pay scales have declined over the last 15 years, causing potential faculty to seek positions in business and industry. This has the effect of further limiting the pool of qualified people, especially women and minorities.

To gain a better perspective about the status of these pools, a United States Department of Education study comparing 1973 versus 1983 data indicates that fewer women are choosing teaching as a profession. Accounting, business and management, engineering, and law currently dominate women's career preferences (*New York Times*, 5 Apr. 1986, p. 9).

Attracting minorities, especially blacks and hispanics, to the community college teaching profession will also become more difficult. The Department of Education's Office of Civil Rights released statistics which show that the percentage of minority group undergraduates receiving bachelor's degrees in education declined by 52 percent to 6,792 in 1983, compared to 14,209 in 1976. Minority graduates like women are also opting for career in business and industry (*New York Times*, 9 Feb. 1986, p. 1 and 14).

Question 9 was included in the survey so that colleges could indicate restrictions impeding their recruiting processes. Question 10 is a follow up and solicits information about methods being used by community colleges to respond to the restrictions listed in Question 9.

B. Results

TABLE 5.
Rank Order of Choice Frequency: Recruitment Restrictions

Choice	Number	Percentage
Salaries and compensation of new faculty	108	29.00
Limited pool of qualified candidates	65	17.40
Recruitment budget	62	16.60
Limited pool of qualified women and minorities	56	15.00
Collective bargaining agreements	39	10.50
Internal policies	32	8.60
Other	11	3.00
Total	373	100.00%

As a follow up to Question 9, Question 10 asked respondents to identify strategies their colleges planned to use to overcome the restrictions listed in Question 9. Over 90 responses were given. A summary of their strategies included:

- Seek methods to increase starting salaries
- Review and amend recruitment policies and procedures
- Place more emphasis on institutional planning
- Become more aggressive in recruitment practices, especially in recruiting minorities
- Expand the use of part-time faculty
- Seek private funds to aid in recruiting
- Implement program review and redirect faculty resources
- Lobby more intensively at the State legislature to increase funds for faculty salaries
- Change contract language
- Retrain faculty.

C. Educational Implications

It can be concluded from Question 9 that current salary structures for new faculty is the primary reason recruiters are constrained in their efforts to hire competent faculty. Three other constraints held secondary, but equal, importance. These constraints included: limited pool of qualified candidates; recruitment budgets; and limited pool of qualified women and minorities.

Responses given in Question 10 provided some insight into the respondents' plans for overcoming recruitment constraints. The most common strategy proposed was that community colleges improve their approach in educating local Boards of Trustees and State legislatures about the need to provide more funds for faculty salaries. Respondents also felt that their colleges would have to become more aggressive recruiters, especially in trying to hire minority faculty. One of the more innovative ideas proposed was to seek funds from the college's foundation to assist in recruiting.

Again, respondents whose institutions were involved in recruitment planning provided the most information about methods they were using to overcome recruitment constraints.

Summary

Will supply match demand in recruiting competent faculty for general education in community colleges? Experts studying the demographic and statistical trends of faculty hiring in higher education predict that colleges will have a difficult task in hiring competent faculty in the years ahead. An increased differential in faculty pay compared to other professional sectors is a strong factor influencing the difficult recruitment process. As a consequence, the brightest of our society are opting for careers in business and industry where pay, prestige, and opportunities are greater.

Since most forecasts on faculty recruitment in higher education emphasize four-year colleges and universities, this study examined the views and opinions of community college administrators on the issue of faculty recruitment.

The results of this survey showed that community college administrators perceived mathematics, physical sciences, and life sciences as discipline areas in which future recruitment of new faculty would be most difficult. This finding was consistent with those found in similar studies.

The most significant finding drawn from this study was that only one-third of the respondents indicated that they had a recruitment plan at their community college. Only 14 percent of the total survey respondents had recruitment plans which covered 3 or more years. This finding is most significant given that experts are predicting an urgent future need, and yet the majority of community colleges are not currently responding in an aggressive, planned way.

When respondents were asked to identify their primary recruitment practices, those receiving the highest rankings were the traditional, passive methods and techniques rather than active approaches to hiring new faculty. In fact, only 7 percent of the respondents had considered any type of special inducements for attracting competent people.

On the final series of questions, the respondents were asked to identify restrictions to effective recruiting and propose methods for overcoming them. The most prominent restriction identified was low salary structure for new faculty. The proposed solution was for administrators to become more aggressive in lobbying local Boards and/or State legislatures for increased pay for faculty.

In summary, faculty recruitment has been identified as a major issue confronting higher education. The results of this survey would seem to indicate that community colleges have recognized its importance and started to address this issue.

Although supply may not be adequate for future demand, community colleges with clearly defined and developed recruitment plans would seem to be in the best position to optimize faculty recruitment and serve as models for others.

Bibliography

Bowen, Howard R. and Schuster, Jack H. **American Professors: A National Resource Imperiled.** New York: Oxford University Press, 1986.

Book focuses on the urgent need for higher education institutions to strengthen the American professoriate despite declining enrollments and uncertain finances. In their work, the authors provide a detailed profile of the professoriate and propose policy recommendations which are directed toward academe itself, federal and state governments and serve as suggested alternatives toward solving the state of affairs of "a national resource imperiled."

Cook, Mary E. **Human Resource Director's Handbook.** Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1984.

Source offers more than 150 ideas, procedures, and examples for successfully managing an effective human resource area.

Council of North Central Community/Junior Colleges Membership Directory 1985. Chicago, Ill.: Council of North Central Community/Junior Colleges, January 1985.

Fiske, Edward B. "Ranks of Minority Teachers Are Dwindling, Expert Fears." **New York Times**, 9 February 1986, pp. 1 and 14.

Article discusses concerns experts hold regarding projected data on minorities in education. These data forecast a dwindling number of minorities in the public school teaching force while at the same time the number of minority enrollment in public schools is expected to increase.

Heller, Scott. "Faculty Salary Systems Are Strained As Colleges Try to Hire and Retain Professors in Competitive Fields." **The Chronicle of Higher Education**, 26 February 1986, pp. 1 and 24.

Article discusses the changes in salary structures which are now being implemented at some universities and state higher education systems as these institutions try to hire or keep faculty in highly competitive fields. Examples and viewpoints on these new practices are given. Issues discussed are the effect which these practices have on union contracts and faculty morale.

Kanengiser, Andy. "Pay, Future May Run Off Professors." **USA Today**, 15 October 1985, Section D, p. 1D.

Brief news item reports results of a Carnegie Foundation Advancement of Teaching survey given to 5,000 professors in higher education.

Montemurri, Patricia. "Retirement Plan Creates School Crisis." **Detroit Free Press/Sunday**, 19 January 1986, Section 1, pp. 1A and 11A.

Article discusses the effects, of a recent retirement law enacted in Michigan. The most severe effect is a projected elementary and secondary school teacher shortage.

Ordovensky, Pat. "Schools Reopen: Reformin' Joins 3 Rs" **USA Today**, 22-24 August 1986, Section A, p. 1A.

Brief news item reports results on status of American schools for Fall 1986.

Russell, Ron. "Science Crisis (Michigan Schools: Road to Reform, Part 4 - Science)." **Detroit News**, 15 January 1986, Section A, pp. 1A and 10A.

Article is one in a series published in the **Detroit News** discussing what **Michigan** public schools are doing to upgrade their schools. The effects of a shortage of science teachers in the public school system are highlighted.

Schuster, Jack H. and Bowen, Howard R. "The **Faculty** at Risk," **Change**, September/October 1985, pp. 13 - 21.

Authors point out the significant changes which occurred in the last 15 years in faculty working conditions and compensation. These factors are eroding faculty morale and jeopardizing the quality of higher education.

Shanker, Albert. "Teaching Losing in Career Competition." **New York Times/Sunday**, 5 April 1986, Section E, p. 9.

Statistics are given on the changes in women's career choices from 1973 to 1983. Data show that fewer women opt for careers in teaching and instead pursue careers in accounting, business and management, engineering, and law.

Staples, Brent. "The Dwindling Black Presence on Campus." **New York Times Magazine**, 27 April 1986, Section 6, pp. 46, 50-54, 62.

Article discusses how the lack of black faculty and students on college campuses will have a damaging effect on the future of minorities.

"U.S. Foresees 10.6 - Pct. Decline in Number of Faculty Members." **The Chronicle for Higher Education**, 8 January 1986, p. 3.

Brief article gives U. S. Department of Labor data on employment projections of higher education faculty from 1984 to 1995.

Waggaman, John S. **Faculty Recruitment, Retention, and Fair Employment: Obligation and Opportunities**. ASHE-ERIC/Higher Education Research Report No. 2. Washington, D.C.: Association for the Study of Higher Education, 1983.

ASHE-ERIC report provides background on recruiting and retraining faculty with the viewpoint of managing human resources and implementing the principles of fair employment.

Watkins, Beverly T. "Major Recruiting Job for New Professors Seen Facing Academe." **The Chronicle of Higher Education**, 16 April 1986, pp. 1 and 30.

Article discusses findings from the Bowen and Schuster three-year study on the American professoriate.

White, Ronald D. "Nobody Wants to Teach." **Washington Post National Weekly Education**, 9 December 1985, Editorial Section.

Editorial essays a teacher's reactions to the current teacher shortage and lack of well-qualified replacements in the teaching ranks.

Appendix A.

APPENDIX A

**SURVEY OF FACULTY RECRUITMENT PRACTICES OVER THE NEXT FIVE
YEARS FOR GENERAL EDUCATION
IN THE NORTH CENTRAL COMMUNITY/JUNIOR COLLEGE REGION**

Sponsored by

Council of North Central
Community Junior Colleges

Note: The final respondent total was **195 out of a potential of 353**, a **55 percent** return.

1. Which area(s) in General Education do you anticipate will be difficult to recruit for over the next five years? Mark any number of choices.

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Behavioral Science	7	1.80
English	9	2.30
Humanities (Art and Languages)	15	3.80
Life Sciences	67	16.90
Mathematics	136	34.30
Music	9	2.30
Physical Sciences	113	28.50
Reading	23	5.60
Social Science	6	1.50
Other (Computer Science)	12	3.00
Total	397	100.00%

2. Do you have a recruitment plan at your college?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Yes	69	35.80
No	126	64.20
Total	195	100.00%

If you have a recruitment plan at your college, please continue below with Question 3.

If you do not have a recruitment plan or do not know whether or not you have a recruitment plan at your college, please go directly to Question 7.

3. How was the recruitment plan developed and organized at your college?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Administratively determined	37	53.60
Jointly determined by faculty and administration	28	40.60
Collective bargaining agreement	4	5.80
Total	69	100.00 %

4. How is the recruitment plan implemented at your college?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Centrally, with the academic divisions cooperating with the President's and Personnel offices.	64	92.80
Decentrally, within the particular academic division.	5	7.20
Total	69	100.00%

5. Are any of the following components part of your college's recruitment plan?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Faculty workforce analysis	40	31.70
Human Resource Inventory on current faculty	29	23.00
Forecast of future curricular and corresponding staffing needs	55	43.70
Other	2	1.60
Total	126	100.00%

6. What length of time does your college's recruitment plan cover?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
1 year	22	35.50
2 years	12	19.30
3 years	14	22.60
More than 3 years	14	22.60
Total	62	100.00 %

APPENDIX A

7. Which of the following recruiting sources do you consider will be the most effective source for recruiting faculty over the next few years? Rank order all sources.

<u>Choice</u>	<u>Rank Order</u>
College placement	1
Consulting firms	8
Government agencies	7
Newspaper advertisement	2
On-site recruitment	6
Part-time/temporary pools	4
Private business/industry	5
Professional journals (includes Chronicle of Higher Education)	3
TV/radio advertisement	9
Other, list*	10
<u>*Other Recruiting Sources</u>	

- postings in State community college system's placement bulletins
- unsolicited applications
- informal contacts through professional networks

8. Will your college be using special recruiting inducements to attract faculty to teach at your college?

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Yes, elaborate*	14	7.70
No	124	67.80
Do not know	45	24.60
Total	183	100.00 %

*Inducement Strategies Included

- Providing housing
- Providing special fringe benefit packages
- Expanding professional development opportunities for faculty, e.g., conferences and workshops, instructional improvement grants
- Advertising the attractiveness of locale and living conditions when recruiting faculty
- Paying relocation expenses
- Investigating the potential of having pay differentials in the salary structure in order to hire faculty in competitive disciplines
- Designing flexibility into collective bargaining agreement so that starting salaries for new faculty in competitive disciplines are negotiable
- Organizing faculty and administrative recruiting team to recruit minority faculty

9. Will recruitment at your college be restricted by any of the following?
(Mark any number of choices.)

<u>Choice</u>	<u>Number</u>	<u>Percent</u>
Collective bargaining agreements	39	10.50
Internal policies	32	8.60
Limited pool of qualified candidates	65	17.40
Limited pool of qualified women and minorities	56	15.00
Recruitment budget	62	16.60
Salaries and compensation for new faculty	108	29.00
Other	11	3.00
Total	373	100.00%

10. If you indicated a restriction(s) in Question 9, what strategies is your college considering as a method of responding to this issue(s)?

Strategies Included

- Seek methods to increase starting salaries
- Review and amend recruitment policies and procedures
- Place more emphasis on institutional planning
- Become more aggressive in recruitment practices, especially in recruiting minorities
- Expand the use of part-time faculty
- Seek private funds to aid in recruiting
- Implement program review and redirect faculty resources
- Lobby more intensively at the State legislature to increase funds for faculty salaries
- Change contract language
- Retrain faculty